



Art 311 Art Education  
Pittsburg State University  
College of Arts and Science

Art 311 3 credit hours	Instructor: Charity-Mika Woodard
Art Education	Email: <a href="mailto:cwoodard@pittstate.edu">cwoodard@pittstate.edu</a>
Section 1- T/TH 2-3:15 Section 2- T/TH 9:30-10:45	Office hours: Monday 12-3 Tuesday 11-2 Wednesday 12-3 Thursday 11-2
Course delivery method: Face-to-face class	
Meeting place: 303 Porter Hall	Office: 303 Porter Hall
Appointments: Follow this link to make an appointment: <a href="https://charitymikawoodard.youcanbook.me">charitymikawoodard.youcanbook.me</a>	

### **This Course Serves as Part of the Pitt State Pathway**

#### **Pitt State Pathway Mission Statement**

The *Pitt State Pathway* serves as the heart of a university education by fostering interdisciplinary competencies that typify the educated person. It is designed to facilitate the development of key proficiencies including communication and information literacy. The general education curriculum provides a transformational experience that challenges students to think creatively and critically, and to immerse themselves in the productive examination of humans in their global setting. By encouraging the development of skills that promote life-long learning, *Pitt State Pathway* fosters a sense of personal responsibility, an appreciation of diversity, and an understanding of interconnectedness in our truly global society.

#### **Pillar of the Pitt State Pathway and Learning Outcome to be Covered in this Course:**

##### **Human Experience within a Global Context:**

Understanding the diverse nature, meanings, or functions of creative endeavors through the study of literature, music, theater, visual arts, or related forms of expression helps us understand ourselves. Competency in this element means:

- *Applying* cultural concepts and/or methodologies in the analysis of literary, performing, visual, or other art forms;
- *Analyzing* how literature, performance, the visual arts, or other creative endeavors respond to and influence society and culture;
- *Analyzing* creative endeavors in a contextual framework, such as critical theory, aesthetics, philosophy of art, or rhetoric;
- *Demonstrating* concepts that characterize a polycentric view of the world in contrast to an ethnocentric perspective.

#### **Companion Element:** **Non-verbal and Creative Expression:**

Competently utilizes and demonstrates human response not expressed in words. These responses may or may not complement written and verbal information.

**Competency in this element means:**

- Interpreting and delivering nonverbal communication as it applies to specific contexts such as art, music, illustrations, theater, dance, digital media, or other forms of context not identified above, as appropriate.
- Demonstrating effective and appropriate delivery/presentation including, but not limited to, facial expression, eye contact, body movement, and vocal variety;
- Demonstrating professionalism;

**COURSE DESCRIPTION**

Introductory survey of concepts and theories relevant to understanding visual art.

**PURPOSE OF COURSE**

With the material in this course, students will be preparing to play a significant role in promotion and encouragement of artistic development and practice in children. Creativity and the arts are essential to the whole-brained child. You have the potential to integrate quality art education experiences relevant to the lives of children and connecting learning in other subject areas, thus make meaning in their world.

Major Course Goals	Objectives (Pathways marked with a P or Art Department Outcomes marked with an A)	Assessment/assignments
Develop awareness of the important role of visual art in culture	<p>Generate art content knowledge through hands-on activities (A:1)</p> <p>Use methods of educational art criticism to write about different kinds of art (A:3)</p> <p>Apply various aesthetic theories to visual art objects (Pathways: Global understanding)</p> <p>Research art objects to realize art cultural meaning and context. (A:3)</p> <p>Use art resources, including but not limited to community museums, arts agencies, media centers, books, journals, on-line, and printed art curricula.(Pathways: Information and digital literacy)</p>	<p>In class art activities</p> <p>Canvas Discussion Forum</p> <p>Big Board Book</p> <p>Mid-term test on Drawing stages/Elements and Principles of Design</p>
Know standards for and ways to teach art	<p>Write comprehensive art lesson plans that include instructional objectives and evaluative performance criteria (A:5, Pathways: Personal and</p>	<p>Personal Website/blog posts</p> <p>Lesson Plan Unit including SLOs, Rubric, and 50-minute presentation.</p>

	<b>Professional Behavior)</b>  Select teaching methods appropriate for art learning cognitive, affective, and psychomotor levels. (A:5, Pathways: Personal and Professional Behavior)	
Realize varied aesthetic theories and forms.	Communicate effectively and think critically. (Pathways: Communication)  Function responsibly in the world in which they live.	<b>Art Criticism Paper</b>  <b>Blog Posts</b>

### **REQUIRED TEXTS AND MATERIALS:**

#### Readings:

All required readings will be provided electronically through ebooks or downloadable PDFs

Smart Phone: You will be taking photos of your completed work and blogging about each studio project and lesson plan.

Art Materials: Most art materials will be provided for you in the classroom, however you will need to bring during the semester: poster board, paper towel tubes, newspapers, glue sticks, and choice materials that you need for your lesson plan and bulletin board.

### **TEACHING/ASSESSMENT STRATEGIES:**

- Present and review information through readings, lecture, discussion, and audio-visual media.
- Promote class discussion through reading assignments and verbal Socratic questioning strategies.
- Structure student learning focus through selected readings, and individual and/ or group problems and projects.
- Demonstrate art techniques and teaching methods.
- Organize forum and format for student presentation of art lessons as well initiate and coordinate critiques of lesson presentations.
- Assess students' learning with performance-based assessment strategies such as journaling, individual/group projects, problem-solving and small group discussion as well as the traditional formats of assessment such multiple choice and short answer tests.

### **COURSE REQUIREMENTS:**

As a participant, you will complete weekly readings and reflection along with in-class studio projects into your self-made blog. These assignments will be your experimental space for the creative process in which you will verbally and visually respond to required content, while expressing your own identity and interests. This course requires your participation in the creation and of studio projects and lesson plans, as well as the presentation of an interdisciplinary art-based unit for the elementary level.

### **GRADING AND PROFESSIONALISM POLICY**

#### Grading System

90-100%	A Excellent
80-89%	B Above Average
70-79%	C Average
60-69%	D Poor
0-59%	F Failure

I believe participants in this course are professional people involved in and committed to their own learning, growth and development. Therefore, I will assume that all of us are concerned about the quality of the work and interactions we share in this course. Let us strive towards standards that reflect our commitment to excellence as professionals. The communication, research, and products of our efforts should all reflect this commitment to excellence. I ask you to hold everyone in this course with at least the same regard as you would your coworkers in your local community.

Teaching is a profession. By definition, a professional is a person who displays the characters and values of a profession. Some of

the professional values in teaching are respect (for people, time, and materials), a positive attitude focused on problem solving and academic inquiry, organization (this includes maintaining order in human relationships, in projects and assignments, and in classroom appearance), creativity, truthfulness (honesty, sincerity), and responsibility, as well as others. Each student is expected to maintain a professional and courteous attitude and behavior toward the instructor, other students, university staff, course content, university computing equipment, etc.

All grades assume attention to professionalism and due dates. Meeting assignment deadlines is essential to collaborative learning and demonstrates respect for your colleagues.

- A one-day grace period will be extended before points are deducted from assignments (10% deducted from final earned score). This grace period may be used only one time during the semester. If you chose to use your grace period, please let your professor know in email correspondence.
- If more than one day late, an assignment can be submitted for up to 50% of the total points.
- In order for any late assignments to count towards your final grade, they must all be submitted by the final day of class.

### **ATTENDANCE POLICY**

A sign-in sheet will be available for the first 5 minutes of class. It is your responsibility to sign in. If you arrive after the sign-in sheet has been picked up, you may not sign-in and will be counted absent. It is also your responsibility to obtain missed work and notes. You will not be able to complete the studio assignment or write blog entry for that day, as you will not have attended the class or participated in the class discussion. No make-ups are given for missing in-class activities. Find a friend in class whom you might be able to contact as a resource in the event that you miss class and need assistance. Attendance will be recorded on Canvas and equals 100 points factored into your overall grade. Professional standards would indicate no more than 2 missed classes or (1 week) of the semester.

### **COURSE OUTLINE**

Week	Topics/Activities	Readings due this week	Assignments due
Week 1 January 16/17/18	Syllabus What is art?  Why teach art? Setting up your blog/Canvas assignments	Articles TBD- article on the benefits of Art education	Canvas Discussion Forum  Blog
Week 2 January 22/23/24/25	How do we look at art? Elements of Art  Principles of Design	Articles TBD- Formal evaluation of Art	Canvas Discussion Forum  Design Grid
Week 3 January 29/30/31/1	Elements and Principles at work Color Four Steps of Art Crit	Articles TBD-Art Critiques	Color Wheel Blog Post
Week 4 February 5/6/7/8	Elements/Principles Class Visuals  Studio Days	Articles TBD	Art Criticism Paper
Week 5 February 12/13/14/15	Social elements and Visual Culture	Articles TBD- Visual culture reading	Big Board Book  Book Blog post  Show and Tell
Week 6 February 19/20/21/22	Children's Drawing Stages	Articles TBD- Children's drawing stages	Canvas Discussion/Blog Post
Week 7 February 26/27/28/29	VTS/ Museum field trip how-to	Articles TBD- VTS articles	Discussion forum/Blog post
Week 8	Lesson Plan Unit	Articles TBD-	Mid-term test on Drawing

March 5/6/7/8	Lesson Plan steps- demonstration with Rain Sticks	Lesson Plan steps	stages/Elements and Principles
Week 9 March 12/13/14/15 Mid-term grades due 3/12 Spring Break March 19-23	National Visual Standards  Learning styles	Articles TBD- Standards and Learning styles  NCCAS website	Blog post
Week 10 March 26/27/28/29	Student Learning Outcomes  Rubrics	Articles TBD- SLO and measurable assessment	Discussion Forum
Week 11 April 2/3/4/5	Accommodations  Classroom Management	Articles TBD- accommodations in the art room	Lesson Plan Unit Due
Week 12 April 9/10/11/12	Lesson Preparation	Articles TBD	Lesson Plan Participation/evaluation
Week 13 April 16/17/18/19	Lesson Preparation		Lesson Plan Participation/evaluation
Week 14 April 23/24/25/26	Lesson Presentations		Lesson Plan Participation/evaluation
Week 15 May 30/1/2/3 Dead Week	Lesson Presentations		Lesson Plan Participation/evaluation  Blog post (X2)
Week 16 May 7/8/9/10 Finals week	Classes will not meet during Finals week, and there is no final exam required in this class.		

### **SYLLABUS SUPPLEMENT**

Follow link to the syllabus supplemental materials: <https://www.pittstate.edu/office/registrar/syllabus-supplement.dot>